

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

#### **1.1 Background of the Research**

Many people learn English because they think it will be useful in international communication. Harmer (2007:11) says “All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly”. In Indonesia there are some students learn English because based on the curriculum at the school that it must be fulfilled to get success in teaching-learning process.

The success of teaching-learning process is not only determined by how the teachers teach but also how the students learn. Language learning styles is one of the main factors that help how the students learn English as a foreign language. Because the students have different personalities so they learn in many ways or styles called learning style.

In teaching-learning process, students have different learning style to understand the material by the teacher. It can give information for the teachers that teach one student have no similarity with each other depend on their learning style. Each student has each own preferred ways in learning. The students bring their unique learning style into classroom. Purwanto (1990: 107) says “learners as the raw input have certain characteristics both physiology and psychology which are able to influence learning process as well as achievement”.

The students have different various learning styles in every subject because each subject has its own difficulties to be understood by the students. For example, the students who have kinesthetic learning style in learning English they may be more visual learning style in Math because this subject related to numeracy

Learning style, according to Reid (1995) refers to an individual's natural, habitual and preferred way of absorbing, processing and retaining new

information and skills. So, every people have different learning styles in different way of the individual's behavior, skills and interests in learning something. By knowing the learning styles of the students, the teacher can decide an appropriate strategy in teaching-learning process. Beside learning style, one of the factors that can affect the success of foreign language learning outcomes is gender. According to Ebel (1999), Cavanaugh (2002), as cited in Tatarinceva (2009) "Males and females learn differently from each other. Males tend to be more visual, more peers motivated and learn less by listening than females. In contrast, females tend to be auditory and learn well when it is quiet (Marcus, 1999; Pizzo, 2000, as cited in Tatarinceva, 2009). The male and female students have different learning styles because of their different point of view.

When the writer observed in one of the classes of fourth semester students of English Education Department Teacher Training and Education Faculty Muria Kudus University in Academic Year 2016/2017 on 04 March 2017, the students did not give full attention to the teacher when the teacher explain the material. For example, when the teacher asked some students to read a text in the book and give a question related to the material, they are still confused and some of the students asked their friend about teacher's explanation. From the observation the writer knew that the teacher of English Education Department Teacher Training and Education Faculty Muria Kudus University uses just two kinds of learning styles visual and auditory learning styles because the teacher uses power point as media and uses text book to explain the material. This condition influences students' motivation to study. Finally, at the end of learning process the students feel difficult to absorb the material.

Based on the description above, the writer is interested in conducting a research entitled "Learning Styles of EED Students in Learning English (A Case Study at English Education Department, Teacher Training and Education Faculty Muria Kudus University)".

## **1.2 Statement of the Problem**

From the background above, the writer formulates the problem as follows:

1. What are the learning styles of male students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in learning English?
2. What are the learning styles of female students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in learning English?
3. What are the differences and similarities of English learning styles of male and female students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University?

## **1.3 Objective of the Research**

Based on the statement of the problem above, the objective of the research can be seen as follows:

1. To know the learning style of male students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in learning English.
2. To know the learning style of female students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University in learning English.
3. To know the differences and similarities of English learning style of male and female students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University.

## **1.4 Significance of the Research**

This research is conducted in the hope that the result will give some benefits as follow:

1. For the students

This research will help the students to identification what are their learning styles.

2. For the teachers

This research can give contribution to the English teacher in teaching and learning process. The result of this research will give the information about what the learning style of the students. So the teacher can make good situation for the students in teaching and learning process.

3. For the readers

The readers are informed about the English learning style. So they can know the kind of learning style to learn English.

4. For the next researcher

This research will be the reference to conduct the similar research.

### **1.5 Scope of the Research**

In this part, the writer explains about scope of this research, so the problem of the research can be more specific. The writer only focuses on the English learning style of male and female students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University.

In this research, the writer only describes the students learning style. There are three types of learning styles that is visual learning style, auditory learning style, and kinesthetic learning style (VAK model). VAK model is categorized the learners based on the activity that they like during learning. Visual learners are learners who think in pictures and learn best in visual images, they also take notes over the material that presented. Auditory learners are learning by listen the material, they are better in talking to a friend or tape recorder and hearing what was said. While kinesthetic learners are learning by move their body, they have a hard time in learning because the body does not doing something when they are listening, they need to move to put something into their memory.

To find the English learning style of the students in this research, the writer use questionnaire and the subject of the research is the students of English Education Department Teacher Training and Education Faculty Muria Kudus University in academic year 2018/2019.



### 1.6 Operational Definition

To clarify the terms used at the title of the research, the writer would like to define them as follow:

1. Learning English is the process or activity of gaining knowledge or skill through studying, practicing, or process of transforming information and experience into knowledge, behavior, and skills to understand the English language.
2. Learning style is the behavior used by the students in learning English.
3. English Education Department Teacher Training and Education Faculty is one of departments in Teacher Training and Education Faculty of Muria Kudus University. Muria Kudus University is located in Gondangmanis Kudus, Central Java.

